

K-12 Quality Improvement

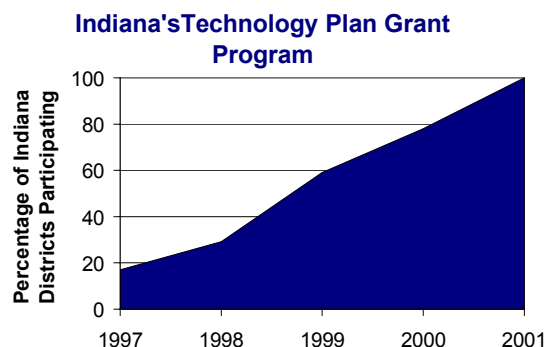
Mission

To enhance the professional skills of Indiana's teachers and administrators so that they can provide the best possible instruction to Indiana's students, while utilizing research-based programs and strategies that apply the most up-to-date technological advances effectively and efficiently.

Summary of Activities

Education quality improvement programs administered by the **Department of Education** (DOE) for local schools include the following:

- Professional development grants totaling \$13.5 million were distributed to every public school building to support the learning goals identified in the P.L. 221 school improvement plans.
- Reading First grants were provided to 21 school corporations. Reading First focuses on enabling all students to become successful early readers by providing K-3 teachers with the skills needed to teach effectively using programs, strategies, and materials that meet scientifically based research criteria.
- The Indiana Principals Leadership Academy has increased its efforts to provide essential training to school leaders with more of a focus on teaching and learning. A coaching component has been added to provide more support and technical assistance to Indiana school administrators.
- The Indiana School Safety Specialist Academy (ISSSA) provided certification training for representatives of all 293 school districts in Indiana. Since its inauguration the Academy has certified 663 school safety specialists, providing a total of 39 days of training. During 2001-03 a total of 1,454 school personnel attended eight advanced and five basic training sessions.
- Technical assistance grants were provided to schools that had less than the highest level of accreditation. A total of 19 schools received grants during the 2001-02 school year and 12 schools during the 2002-03 school year.
- During 2001-03, more than 900 Indiana school administrators participated in IndianaNEXT – an individualized 5-day professional development program designed to help public and private school leaders learn to utilize technology to meet the requirements of P.L. 221 and the No Child Left Behind Act.
- Indiana's Reading Excellence Action Demonstration (I-READ) program for K-3 students in low achieving, high poverty schools provided a 4-day Summer Institute Retreat for 500 teachers and administrators from 88 schools.



The Indiana Department of Education continues to collaborate with the Indiana Writing Network to provide a program of professional development for K-12 teachers. Since 1986 this collaboration has trained approximately 10,000 Indiana teachers in effective strategies for teaching writing.

External Factors

Several factors are driving professional development activities: the requirements of P.L. 221, the No Child Left Behind Act; the Education Roundtable's P-16 initiative; and the focus on closing the academic achievement gap.

No Child Left Behind requires that all teachers of core academic subjects be "highly qualified" by the end of the 2005-06 school year. In addition, it places academic requirements on all teachers' aides and paraprofessionals.

Evaluation and Accomplishments

The School Safety Specialist Academy was one of four exemplary state school safety programs highlighted by the U.S. Department of Education at a 2002 national meeting.

A \$1.8 million Coordinated School Health grant from the Centers for Disease Control and Prevention was awarded to the Indiana Department of Education. The five-year grant to develop an infrastructure involves collaboration with the Indiana State Department of Health. The two agencies will provide technical assistance and training to assist local school and community coordination for health programs.

Indiana Reading Assessments target skills from three of the Academic Standards for Reading. They focus on: 1) Word Recognition, Fluency, and Vocabulary Development; 2) Reading Comprehension; and 3) Literary Response and Analysis. More than 1,100 schools administered the assessments in the 2002-03 school year to 70,883 first grade students and 61,747 second graders. Program participation is voluntary, so this number of schools and assessments is a distinct accomplishment.

Plans for the Biennium

Technical assistance will be offered to prepare school corporations for online assessments. The Department's professional development efforts will focus on training Algebra teachers and providing assistance to low performing schools.

Beginning in the fall of 2004, students in grades 4, 5, 7, & 9 will take ISTEP+ tests in English/language arts and mathematics. These new tests meet the additional assessment requirements of No Child Left Behind and PL 221.

